OWENS STATE COMMUNITY COLLEGE
PANDEMIC CRISIS PLAN

INTRODUCTION

The Owens Community College Pandemic Plan was developed as a companion document to the College's Emergency Management Plan. As the threat of pandemic viruses has become better understood each community has a role to play in the prevention and response to an outbreak. The OCC community has an obligation to be responsive as with any community and even more, given the social nature of a college campus.

The plan includes, planning and coordination, roles and responsibilities, continuity of student learning, and crisis communication as they pertain to the operations off OCC should a pandemic exigency occur. As a member of the Owen's Community we ask that you take the time to familiarize yourself with the contents of this plan. It will offer insight on what you should do to prevent being a victim of a pandemic virus and your role in reducing the affects of a pandemic crisis to our college.

As more information and response strategies develop and become available the Pandemic Plan for OCC will be updated. Should you have questions or concerns related to the information shared with in this document please contact the Pandemic Emergency Coordinator.

PLANNING AND COORDINATION

This manual has been prepared to provide guidelines and appropriate actions to be taken in preparation for and response to a pandemic. Pandemic preparedness will help Owens Community College (OCC) lessen the destructive effects of a pandemic on our own business and that of our customers.

What is a pandemic?

In order for us to prepare and respond to a pandemic we must have an understanding of what it represents.

A pandemic has the following characteristics:

- It is a global disease outbreak

- Occurs when a new (flu) virus emerges

- People have little or no immunity

- There is no vaccine

- It spreads easily from person to person

- It causes serious illness

- It can spread across the country and around the world quickly

- No matter where it starts everyone around the world is at threat

How does it spread?

- It spreads by inhalation of airborne droplets released by the coughing and sneezing of an infected person.

- By touching contaminated objects or people, then touching your face

- Please note that infected people will spread the virus for several days before they show symptoms.

The Phases of a Pandemic

The World Health Organization (WHO) defines a pandemic as consisting of six phases.

WHO Pandemic Phases:

Period 1: Interpandemic Period

Phase 1: No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.

Phase 2: No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.

Period 2: Pandemic Alert Period

Phase 3: Human Infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.

Phase 4: Small cluster(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.

Phase 5: Larger cluster(s) but human-to-human spread will still be localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).

Period 3: Pandemic Period

Phase 6: Pandemic: increased and sustained transmission in the general population.

Source: World Health Organization

OCC Preparedness Plan

OCC's action plan is focused on the threat posed by influenza viruses that have passed Phase 3 and beyond. Since OCC's actions are based on the threat to each individual site, the trigger points for escalating action are based on the geographical proximity of demonstrated human-to-human transmission to each OCC site:

Trigger Point 1: Demonstrated human-to-human transmission

Significant human-to-human transmission beyond immediate family

Trigger Point 2: Human-to-human transmission cases in North America

Human-to-human transmission cases within 300 miles (500 km) of an OCC site

It must be emphasized that the Trigger Points could be reached in rapid succession and with little time allowed for implementation of these plans. OCC has identified a Pandemic Coordinator as well as a Pandemic Committee. The Pandemic Coordinator will be responsible for monitoring and assessing various risks and threats and the potential impact on OCC. The Coordinator will be responsible for seeing that thePandemic Preparedness Plan is constantly reevaluated and implemented, when needed, to protect against threats to the livelihood of the organization, the ability to service customers, and the health and safety of employees.

The Pandemic Committee, which consists of members from all branches, will be responsible for the communication, education and implementation of pandemic information and plans. (TBA)

- Assistant Director of Public Safety, Pandemic Coordinator will maintain the list of current team members and associated contact information.

- Team 1: Planning and Coordination

- Team 2: Roles and Responsibilities

- Team 3: Continuity of Instruction

- Team 4: Crisis Communication

Trigger Point 1

1. Provide communication and educational awareness programs to make employees aware of the current threat and the steps they can take and OCC is taking to prepare for it.
    a. Provide information on the current threat.

    b. Communicate suggested practices to control the spread, such as effective hygiene, social distancing and other preventative measures.

    c. Provide information on the signs and symptoms of the current threat.

    d. Provide instructions on how to respond if you or a coworker becomes sick at work.

2. Provide on-going employee training on proper cleaning techniques for infection control.
    a. Use appropriate chemicals – select chemicals that are effective against the current threat.

    b. Use chemicals properly.

    c. Pre clean heavily soiled areas according to manufacturer's directions.

    d. Use appropriate personal protective equipment (PPE) for chemicals and infection control purposes.
    e. Appropriate supplies and equipment to prevent cross contamination.

3. Provide information to customers that will help them prepare.
    a. Chemical information.

    b. Supply and equipment information.

    c. Hands free or touchless dispensing.

    d. Pandemic preparedness products offered by OCC.

    e. Strategies to prevent infections and limit its spread.

4. Complete strategy for administrative duties to be completed off site. Refer to the OCC Telecommuting Policy.

5. Continually re-evaluate succession plan and reduced work force plan.

6. Review with vendors to determine their pandemic plans.

7. Communicate to employees that all regular Board-approved sick and vacation leave policies apply. When an employee is out ill due to the current threat, a doctor's note will not be required for return-to-work. Return-to-work after an absence longer than five days for any reason other than the current threat will be assessed per regular policy.

Trigger Point 2

1. Provide sufficient and accessible infections control supplies at sites.

2. Implement "Sick at Work" policy.

3. Implement alternate management/supervision plans, as necessary.

4. Implement reduced work force plans, as necessary.

5. Implement policy to reduce face-to-face contact among employees and others.

6. Restrict or cancel business travel.

7. Implement strategies agreed upon with employees to prevent infections and limit its spread.

8. Work with all vendors to maintain continuity of services and products.

9. Continue team meetings to assess status and implement additional policies as needed.

Sick at Work Policy

- Supervisors are to assist with medical emergencies.

- Advise employees that feel sick to contact their immediate supervisor by phone.

  If an employee has been in contact with an infected person, been to an infected area in the past eight days, or has any symptoms of the current threat provide them with, or advise them to obtain to the proper PPE.

- Advise the employee to leave work and remain at home until advised otherwise by a medical practitioner. Advise them to be careful not to infect people they live with.

- Have their work area, desk and/or office and other places they have been thoroughly cleaned and disinfected before it is used.

- Advise the close work contacts of a sick employee that they have been in contact with a person suspected of having influenza. These are people who have shared a confined workspace (small room or office) or been in close contact (one meter or less). You may want to send them home until further notice if it seems there is a chance they may have been infected.

- Encourage ill employees to return to work once they are well. Those that survive will be immune and can be reemployed in public-facing areas.
  - Supervisors will be required to complete daily supplementary absenteeism reporting forms. Further instructions will be communicated by the Pandemic Coordinator.

Supplies

It is important to stock up in advance, because it will be difficult to get supplies after a pandemic begins. At least two-month supply is suggested.

- Office cleaning supplies, alcohol, alcohol wipes, disposable gloves and protective masks, tissues, paper towels and trash bags.

- Soap, alcohol-based hand wash or wipes.

- Special trash receptacles with hands-free lids.

- Surgical-type facemasks: a supply of high-quality HEPA or high efficiency particulate air filter masks. The CDC has recommended that the minimum requirement is a disposable particulate respirator US NIOSH Certified N95, N99 or N100. (In case you need to go out in a crowded area, get sick, or need to care for a sick person.)

Deleted:

Guidelines and Practices

How to Control the Spread of a Pandemic Illness

- Maintain good ventilation in the workplace. If possible, open windows, doors and run the air conditioning. Try to thoroughly ventilate the area between shifts.

- Remove shared writing instruments, magazines and newspapers from common areas such as reception areas, waiting areas, kitchens, break rooms, etc. (Viruses can live for hours on inanimate objects.)

- Install plastic or other barriers for counter staff and those that must interact with the public, if possible.

Three specific strategies that must be used to try to prevent infection and limit its spread (These must be practiced both while at the workplace and away from the workplace):

- Practice social distancing and minimize contact with other people.

- Practice good hygiene.

- Continuously ventilate and clean the indoor air.

The act of social distancing refers to minimizing contact with others so as to reduce your chances of getting sick. During a pandemic, this could mean the difference between life and death.

Often it takes a day or two for people to show symptoms after they get sick. Meanwhile they are likely to be highly contagious. According to the WHO, the incubation period between infection and onset of symptoms for influenza is typically 2-3 days, but can range from 1-7 days.

Continuously ventilate and clean the indoor air:

A main cause of influenza is through inhalation of virus particles that are spread by sick people coughing and sneezing. An infected family member, visitor or co-worker can shed the flu virus for two days before showing any symptoms.

During a pandemic flu, one of the few ways to reduce the risk of spread to yourself or others is to trap and kill the virus particles with a specialized ultraviolet light air purifier. As the virus is drawn into the purifier the ultraviolet light kills it.

The process typically requires the use of photons in the ultraviolet spectral range. Ultraviolet light in this range is useful for disinfection purposes. It destroys contaminating organic compounds. Most indoor contaminants are organic, including bacteria, viruses, dust mites and fungi.

They should be used at home and in work settings. They come in models for all sized rooms: small, medium, large, even, large industrial and office models are available. They even make air duct purifiers for home and office central a/c systems. While this is highly recommended in a home, it is absolutely essential in an office environment where many people work and breathe the same re-circulated germ-filled air. Central air-conditioning systems are known to spread germs around, from room to room and one floor to another multiplying the problem.

How to Avoid Getting Sick During a Pandemic

Here are some social distancing tips that should be practiced during a pandemic:

- Avoid crowds and large gatherings of people, both at home and away from work.

- Avoid poorly ventilated places and contact with other people in public places.

- Avoid social and recreational activities such as exercise or other classes.

- Do not come to work if sick.

- Stay away from others as much as possible if they are sick.

- Avoid public transportation (buses, subways, air travel, etc.). Find alternate ways to get to work (drive, bicycle or walk).

- If you must take public transportation to work, go early or late to avoid crowds.

- Avoid cafeterias and restaurants. Bring your lunch and eat at your desk.

- Eliminate face-to-face meetings, gatherings, trainings, etc. Instead use e-mail, teleconferencing, videoconferencing and web conferencing. Do this even if you all are in the same building.

- If you must have meetings, keep the time short. Use a large room and keep as much distance as possible between each other (at least one meter). Consider having meetings outdoors if the circumstances and weather permit.

- Do not have visitors come to your workplace.

- Avoid hand shaking, hugging or other contact.

- Do not share cups, dishes or cutlery.

- Avoid sharing of printed documents. The virus can live for several hours on an inanimate surface.

- If you must go out in public, wear a protective US NIOSH Certified N-95, N-99 or N-100 respirator mask. Make sure it fits snugly.

Practice Good Hygiene

The following areas should be wiped down as often as possible. Please contact Buildings and Grounds for assistance with this task.

- Cabinet handles and knobs

- Cash registers

- Copy machines

- Doorknobs or handles

- Elevator buttons

- Faucet handles

- Fax machines

- Miscellaneous office equipment (i.e. calculators, printers, shredders, fax, binding and postage machines)

- Shared keyboards and telephones

- Railings

- Tabletops and countertops

- Toilet handles

- Vending machines, refrigerators, water dispensers or fountains and coffee pots

Here are some personal hygiene tips to help you avoid getting sick during a pandemic.

- Wash your hands frequently and thoroughly.

- Avoid touching your eyes, nose or mouth whenever possible.

- Avoid touching inanimate objects as much as possible. Germs can linger for several hours on objects such as computer mice, copy machines, doorknobs, elevator buttons, faucet handles, fax machines, keyboards, railings, tabletops, telephones and vending machines.

- Use alcohol wipes to clean to clean inanimate objects before touching them.

- Carry an alcohol-based antibacterial hand sanitizer to clean your hands immediately after touching things, and especially before touching your face.

- Be careful handling money, as it can be a way of transmitting germs.

- If you go out, carry an alcohol-based antibacterial hand sanitizer to clean your hands immediately after touching things. While wearing gloves may keep the hands clean, they can spread germs just as easily as bare hands.

- When in a public or work bathroom, use a paper towel to turn off the water and open the door.

- Cover coughs and sneezes with tissues. Cough or sneeze into your upper sleeve if you don't have a tissue.

- Put used tissues in a wastebasket immediately.

Clean Hands Save Lives!

Here are some tips on proper hand-washing techniques:

- Wet your hands with clean running water and apply soap. Use warm water if it is available.

- Rub hands together to make a later and scrub all surfaces.

- Continue rubbing hands for 20 seconds. Need a timer? Imagine singing "Happy Birthday" twice through to a friend!

- Rinse hands well under running water.

- Dry your hands using a paper towel or air dryer. If possible, use your paper towel to turn off the faucet.

Remember: If soap and water are not available, use alcohol-based gel to clean hands.

When using an alcohol-based hand sanitizer:

- Apply product to the palm of one hand

- Rub hands together

- Rub the product over all surfaces of hands and fingers until hands are dry

When should you wash your hands?

- Before preparing or eating food

- After going to the restroom

- After changing diapers or cleaning up a child who has gone to the restroom

- Before and after tending to someone who is sick

- After blowing your nose, coughing or sneezing

- After handling an animal or animal waste

- After handling garbage

- Before and after treating a cut or wound

Cough Etiquette

To contain respiratory secretions, all persons with signs and symptoms of a respiratory infection, regardless of presumed cause, should:

- Cover the nose/mouth when coughing or sneezing.

- Use tissues to contain respiratory secretions.

- Dispose of tissues in the nearest waste receptacle after use.

- Perform hand hygiene after contact with respiratory secretions and contaminated objects/materials.

How to Tell if it is a Cold or the Flu

A cold is an upper respiratory infection that affects the nose, throat, ears and eyes. Symptoms start slowly and build up over twenty-four hours. In a simple cold, fever is mild, and while you may feel uncomfortable, you can carry on with work and school.

Influenza is considered a lower respiratory disorder that affects the throat and large airways of the lungs. Classic flu symptoms arrive suddenly and intensively.

Some signs and symptoms, such as a runny nose, sneezing and sore throat, may initially seem like a common cold. If you are an adult and have a fever of 101° Fahrenheit, 38.33° Celsius or more, you may have influenza. Your fever may last from one day to as long as a week and, in rare cases, may reach as high as 106° Fahrenheit, 41.1° Celsius. Other signs and symptoms of influenza include:

- Chills and sweats

- Headache

- Dry cough

- Muscular aches and pains, especially in your back, arms and legs

- Fatigue and weakness

- Nasal congestion

- Loss of appetite

Children with the flu tend to have higher fevers than infected adults have – often 103º Fahrenheit or 39.44º Celsius to 40.55º Celsius. Influenza may also cause children to feel nauseous and experience vomiting and diarrhea.

Pandemic influenza is highly contagious and lethal. If you or a family member has symptoms of influenza, you must take precautions to help prevent the spread of infection to others. If sick with the flu, do not go to work or send your children to school, or you risk spreading this disease to others. It is important for everyone to follow good hygiene practices as listed in the previous section.

The sick person should be isolated from others. Contact between the sick person and others should be minimized. The area around the sick person and surfaces and objects they touch should be frequently wiped down and disinfected. You should wash your hands thoroughly immediately before and after attending to a sick person. Both the sick person and the caregiver should wear disposable surgical-type masks to prevent coughing and sneezing from spreading the infection. The CDC recommends either procedure masks (i.e. with ear loop) or surgical masks (i.e. with ties) may be used to contain respiratory secretions (respirators such as N-95 or above). You should consult your health care provider for advice. The mask should not be reused and should be carefully disposed of after coughing or sneezing into it.

Individual and Family Planning

You can prepare for influenza pandemic now. You should know both the magnitude of what can happen during a pandemic outbreak and what actions you can take to help lessen the impact of an influenza pandemic on you and your family. This checklist will help you gather the information and resources you may need in case of a flu pandemic.

To plan for a pandemic:

- Store a two-week supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can also be useful in other types of emergencies, such as power outages and disasters.

- Periodically check your regular prescription drugs to ensure a continuous supply in your home.

- Have any nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.

- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.

- Volunteer with local groups to prepare and assist with emergency response.

- Get involved in your community as it works to prepare for influenza pandemic.

To limit the spread of germs and prevent infection in your children, teach them to:

- Wash hands frequently with soap and water, and model the correct behavior.

- Cover coughs and sneezes with tissues, and be sure to model that behavior.

- Stay away from other as much as possible if they are sick. Stay home from work and school if sick.

Items to have on hand for an extended stay at home:

Examples of food and non-perishables:	*Examples of medical, health and emergency supplies:*
• Ready-to-eat canned meats, fish, fruits, vegetables, beans and soups	• Prescribed medical supplies such as glucose and blood-pressure monitoring equipment
• Protein or fruit bars	• Soap and water, or alcohol-based (60-95%) hand wash
• Dry cereal or granola	• Medicines for fevers such as acetaminophen or ibuprofen
• Peanut butter or nuts	• Thermometer
• Dried fruit	• Anti-diarrheal medication
• Crackers	• Vitamins
• Canned juices	• Fluids with electrolytes
• Bottled water	• Cleansing agent/soap
• Canned or jarred baby food and formula	• Flashlight
• Pet food	• Batteries
• Other non-perishable items	• Portable radio
	• Manual can opener
	• Garbage bags
	• Tissues, toilet paper, disposable diapers

What to Expect	What you can do to prepare
High levels of illness	Practice good health habits The following as given by the Department of Health & Human Services website: • Eat a balanced diet. Be sure to eat a variety of foods, including plenty of vegetables, fruits and whole grain products. Include low-fat dairy products, lean meats, poultry, fish and beans. • Drink lots of water and go easy on salt, sugar, alcohol and saturated fat. • • Exercise on a regular basis and get plenty of rest. • Get a flu shot to help prevent you from seasonal flu. Flu shots won't protect you against pandemic influenza, but can help you to stay healthy. • Get a pneumonia shot to prevent secondary infection if you are over the age of 65 or have a chronic illness such as diabetes or asthma. For specific guidelines, talk to your health care provider or call the Centers for Disease Control and Prevention (CDC). Hotline at (800) 232-4636. Make sure that your family's immunizations are up-to-date. Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home. Stock up on medicines at home.
High levels of death	Make funeral arrangements in advance and prepare your will. Make sure you have enough life insurance in advance to care for your loved ones. After a pandemic begins the rates will skyrocket and it could be difficult to get. For information on inexpensive insurance protection and free quotes from various companies go to: http://www.pandemicinfosite.com/pandemic-life-insurance.htm

Schools may be closed for an extended period of time	Help schools plan for pandemic influenza. Talk to the school nurse or the health center. Talk to teachers, administrators and parent teacher organizations. Plan home learning activities and exercises. Have materials, such as books, on hand. Also plan recreational activities that your child can do at home.
Worker absenteeism as high as 40%, resulting in business closings, or disruptions or normal service: banks, stores, restaurants, government offices, and post offices, law enforcement, utilities, communications and more	Try to arrange to do your banking over the internet, or via ATM machine. Purchase any urgently needed goods in advance and enough food and supplies to last at least several weeks or more.
Your employer may be closed	The Pandemic Coordinator will provide further information to you on this topic. Plan for the possible reduction or loss of income. Save money, and arrange for credit, loan or financial assistance.
Childcare facilities may be closed	Make alternative arrangements. Keeping children in childcare during a pandemic could be very risky.
Cancellation of public gatherings and worship services	Prepare alternate plans. Consult with organizations in advance to see if they are making any contingency plans for services or events.
Interruption of food delivery	Stock extra food at home. Earlier in this guide is a list of suggested items to have on hand for an extended stay at home.

Hospital & health care facilities being overwhelmed, and a shortage of staff	Consider how to care for people with special needs in case the services they rely on are not available.
Shortage of medical supplies, vaccines and antiviral drugs	Stock medical supplies and medicines at home. Examples of medical, health and emergency supplies for an extended stay at home follow later in this guide.
Quarantining sick and household contacts of infected people	People who are thought to be exposed to the virus could be quarantined for two or more weeks. In most cases they would be restricted to their home. Store a supply of water and food in case you are not able to get out.

Bibliography

CDC Center for Disease Control

http://www.cdc.gov/swineflu/

National Institute of Allergy and Infectious Diseases

http://www3.niaid.nih.gov/news/focuson/flu/default.htm

The official U.S. government web site for information on pandemic influenza

http://www.hhs.gov/pandemicflu/plan/

World Health Organization Epidemic and Pandemic Alert and Response (EPR) web page

http://www.who.int/csr/en/

ROLES AND RESPONSIBILITIES

College Responsibilities

It is inevitable that changes to most departments' operations will be necessary during a pandemic, with some departments being impacted to a greater extent. The Pandemic Influenza Plan will direct affected departments to prepare and implement practices and procedures in support of the plan.

There will be costs associated with the plan, prior to and during its implementation. Departments that have costs associated with the plan will track those costs and provide the information to their respective President's Cabinet (PC) Member.

Public Safety Department

The Assistant Director of Public Safety is designated as the College Pandemic Coordinator and chairs the Pandemic Committee.

- Produces the College Pandemic Influenza Plan and updates the plan as necessary with information and input from the Pandemic Committee.

In the event of an influenza pandemic, the Assistant Director of Public Safety shall:

- Monitor College activities in order to ensure a safe and healthy work/learning environment and recommend and/or implement corrective action as required.

- Investigate any instances of work refusal by employees.

- Distribute PPE to employees as recommended by public health officials.

- Provide maps, floor plans and schematics to emergency responders.

Information Technology Services (ITS)

It can be anticipated that reliance on the services of ITS will be heightened in the event a pandemic is declared. Accordingly, as web services will be a key communication source, it is important that services continue uninterrupted during a pandemic.

The Director, Information Technology Services will:

- Plan operational strategies that will ensure services can be continued for as long as possible in the event of a pandemic, such as staff cross-training or prioritizing services.

- Establish or expand tools that enable employees to work from home with appropriate security and network access to applications.

- Investigate and recommend additional alternative support for the main College web server as the internet will be a key communication source during a pandemic.

- Identify the ITS chain of command for pandemic planning purposes.

In the event of a pandemic, the Director, Information Technology Services will:
- Implement information technology strategies, as necessary.

- Move backup equipment in place and repair parts as necessary.

- Provide for backup power.

Marketing and Communications

It is the responsibility of Marketing and Communications to identify and respond to pandemic concerns and issues promptly and to communicate proactively, openly, accurately and consistently with the College's multiple audiences.

Marketing and Communications will:
- In conjunction with Administration, Student Services and Public Safety, deliver public health messages to OCC students, faculty and staff.

- In collaboration with the Pandemic Committee, determine whether an immediate response to students, faculty and staff is necessary concerning a pandemic crisis. The College will follow the lead of the Wood County Health Department and communicate as necessary.

- If a response is needed, inform OCC students, faculty, and staff of the pandemic crisis and maintain consistent, up-to-date communication with them.

- Coordinate pandemic crisis communications with the College's key spokespeople by creating key messages and maintaining consistent, up-to-date communication with the spokespeople. Key persons are Director, Marketing & Communications, Vice President, Student Services , Vice President, Administration, Provost and/or their designates.

- Based upon the nature of the pandemic, determine whether a response to the media is necessary and manage media communications. Any effect on College operations will be communicated via the Director, Marketing and Communications.

- Manage post-pandemic communications with the media and OCC staff and students. Besides the media, the internet and other external communication vehicles such as the College website and Blackboard will be used to provide information regarding College operations and other measures taken.

- Actively monitor websites, publications, news releases, etc. of the federal, and local/municipal/regional health organizations to maintain current knowledge of pandemic preparedness.

- Marketing and Communications will support College departments in developing and disseminating programs and materials covering pandemic fundamentals (e.g. signs and symptoms of influenza, mode of transmission), personal and family protection and response strategies (e.g. hand hygiene, coughing/sneezing etiquette, contingency plans).

- Anticipate employee fear and anxiety and respond accordingly.

- All global communications will occur via the College website, but various departments may have to deal with individual situations. Disseminate information to employees about the pandemic preparedness and response plan. Develop platforms (e.g. hotlines, dedicated websites) for communicating pandemic status and actions to vendors, suppliers and customers inside and outside the worksite in a consistent and timely way, including redundancies in the emergency contact system.

- Provide College contact numbers to appropriate internal and external staff.

- Provide a scripted (short and long) versions of the College statement defining "working with Public Health". This can only be accomplished via College areas providing current information, which will be used by Marketing and Communications to script the statements.

Buildings and Grounds

For the purposes of this plan, it is the responsibility of Buildings and Grounds to ensure buildings are maintained in a clean and hygienic fashion. Buildings and Grounds will:

- In consultation with the Public Safety Department, implement and comply with any additional cleaning or sanitizing regimes as prescribed by Wood County or Ohio Department of Health (e.g. decontaminating ill employee's office, HVAC system if infected).

- Ensure that the Building Automation System is adjusted to process changes to the ventilation systems as recommended by Wood County or the Ohio Department of Health. Options may include:

- Rescheduling of Building Automation System fan operation.

- For purposes of area isolation and prevention of air recirculation, utilize 100% makeup air.

- Shutting air handling systems down, if directed by Public Health.

- Ensure an adequate stockpile of cleaning and sanitizing products is maintained to prevent a shortage in the event of disruption to the supply chain. Stockpile needs to be stored in a dedicated secure space.

- Plan for staffing issues that will result from an increased demand for maintenance and cleaning services with fewer human resources due to the absence of facilities employees.

In the event of a pandemic:

- Seal off or eliminate unnecessary areas. Therefore, sealed areas will have remotely controlled air handling.

- Provide paper towels in restrooms.

- Install and maintain bulk hand sanitizer units as provided.

- Provide utility maps, floor plans and systems schematics to emergency responders.

- Move backup equipment in place and repair parts as necessary.

- Provide for backup power.

Finance

For the purposes of this plan, it is the responsibility of Finance to plan operational strategies that will ensure payroll services can be continued in the event of a pandemic.

The Specialist, Payroll will communicate with:

- Key contact(s) in ITS

- Key contact(s) in Human Resources (HR)

- Payroll staff

- College staff

- Associate Vice President, Finance

Finance will ensure access from a remote location to the following:

- A: Drive (to access reports and upload payroll file to the bank)

- Necessary payroll software

- Any necessary banking requirements

- Encourage key payroll staff to work from a remote location to minimize the spread of infection. Departmental succession will follow the existing payroll hierarchy in the event of illness.

Supervisors

In regards to this plan, it is the general responsibility of College supervisors to provide information to their employees in a timely manner. It is essential that decisions related to a pandemic are consistently applied. Accordingly, any issues that arise from a pandemic should be reported to the appropriate individual as identified in this plan before a decision is communicated.

College supervisors shall:

- Implement any health initiatives as directed.

- Effectively communicate with staff the importance of implemented health initiatives.

- Consider the implications of a pandemic when preparing any contracts for services.

- Identify "essential" parts of the business.

- Identify the core people that are required to keep the essential parts of the business running.

- Identify the core skills required to keep the business running.

Administration

Create an overall evaluation report to help identify effective and ineffective services, practices and approaches.

- Obtain President's authorization to activate the Pandemic Plan.

- Refer to WHO, Wood County Health Department, Ohio Department of Health, and Center for Disease Control directives.

- Test working knowledge of plan.

- Decide whether to provide employees with a list of basic materials for use in the event of a pandemic (ie. reusable masks, gloves and disinfectant, manual with information on emergency preparedness and the use of personal protective equipment).

- Estimate financial impact of/determine necessity of contingency fund for: supply shortages, cost of employee work days lost, stockpiling, hygiene supplies and implementation of alternate communication channels.

In the event of a pandemic:

- Curtail/cancel non-essential activities to limit person-to-person contact. Refer such incidents to the Pandemic Committee.

- Ensure employee attendance system is current and that statistics regarding employee absences are recorded and available for reporting purposes.

- Report any instance of absence or lateness related to pandemic influenza to the Specialist, Human Resources.

- Immediately report any instance of employee work refusal to the Public Safety Department, who will investigate and report as necessary.

- Monitor compliance of any implemented health initiatives.

- Curtail/ban visitors to all campuses.

- Ensure that supervisors who believe a member of their staff is ill with influenza will direct the employee to seek a medical opinion from their physician or an assessment center.

- Enforce social distancing (3 foot distance between individuals).

- Implement cross-training.

- Decide when College activities such as varsity games, athletic banquets, business meetings, etc. should be cancelled in the interest of public health during individual waves of a pandemic.

- Decide if/when to refund tuition.

- Ensure that departments which enter into a contract to deliver services include clauses that will protect the College from action in the event the College closes or services cannot be delivered due to staff illness, unavailability of goods, etc.

- Investigate the possibility of alternate methods of delivering curriculum that would reduce the likelihood of person-to-person contact in the event of a pandemic. Each school/division should be prepared to provide factual information to the Vice President, Academic Affairs if the alternate methods are not a possibility.

- Stipulate that any department that receives contracted services liaises with the provider to ensure services continue in the event of a pandemic for essential items such as food services, security services, waste management services, etc.

- Contact the Director, Business Services to discuss any requirements to order and stockpile supplies, taking into account storage capabilities.

- Make the decision to close specific departments when absence rates threaten safe business continuity.

- Decide when/if to close the College prior to a directive from the Wood County or Ohio Department of Health.

School of Health Sciences: Nursing Program

An influenza pandemic may result in some challenges for the nursing program. During a pandemic, quarantine will likely only occur for initial cases. Other scenarios could include hospitals suspending the clinical component of the program during a pandemic. Nursing students could be utilized by Region Public Health or by hospitals during a pandemic. While Public Health may ask students to volunteer, the College will not coordinate this activity or recommend such action to students, for liability reasons.

The Dean, School of Health Sciences (or designate) will:

- Liaise with Public Health officials to ensure the most current information regarding pandemic planning and its potential effect on the nursing program is available.

- Ensure contact information of nursing program students and staff is available. Depending on what information is required, the College will maintain the contact information for students and staff and will communicate with them when the need arises.

In the event of a pandemic:

- Maintain communications with hospitals to determine how the pandemic will affect the program. Clinical Supervisors/Coordinators and the Placement Officer will determine and initiate communications.

- Report outbreaks as required to external agencies.

- Determine how/if the program can continue, should the clinical component be cancelled or student absenteeism becomes problematic. This will be determined in consultation with Deans, Coordinators and Clinical Partners.

Employees

It is the responsibility of College employees, as well as the general public, to follow any hygiene practices or other direction provided by the Wood County Health Department. This information will be made available to the College community through education strategies and other forms of communication.

Due to absenteeism, it can be anticipated that employees will be required to assume different/additional tasks in accordance with provisions within the respective collective agreements.

While it is impossible to predict exactly how a pandemic will affect operations until the circulating strain is identified, it can be anticipated that the College will remain open. All employees are required to attend work as scheduled, unless they are ill, while the College remains open. Employees must take reasonable necessary precautions to ensure their own and others' health and safety.

In the event of a pandemic, employees should contact their supervisor if they believe reporting to work it is likely to lead to their suffering serious harm. However, their belief must be based on reasonable grounds, and they must have attempted to resolve the matter with their employer before they can continue to refuse. The right to refuse to work does not apply unless the understood risks of the workplace have materially increased. All Board-approved sick and vacation leave policies apply unless otherwise announced by College Administration.

Cancellation of College Activities

During a pandemic, it is essential to minimize person-to-person contact as much as possible to reduce the likelihood of the transmission of the virus. Individuals are encouraged to maintain a three foot distance from each other.

College activities such as games, athletic events, business meetings, etc. may be cancelled in the interest of public health during individual waves of a pandemic. In the midst of a pandemic, the public will choose not to attend functions that contribute to the spread of the virus.

During a pandemic, Administration will review all events and make recommendations to the College Operations and Planning Committee regarding the feasibility of scheduling the activity. The decision will be based on the current information available from public health officials at that particular time.

Closing the College

In the event the circulating strain of influenza causes severe illness in many individuals, it may be necessary to close the College for a period of time. This decision will be reached in consultation with the appropriate governing body, based on recommendations by public health officials. Any information regarding closure will be announced by College Administration.

Child Care Center (CCC) Operations

It is likely an influenza pandemic will impact the daycare operations, either by employee absence and the need to maintain adequate ratios, or due to the possibility of a high infection rate in the children.

The Manager, Child Care Center will:

- Maintain communication with the Ohio Social Services and the municipal Public Health Office to ensure knowledge of pandemic influenza and how it may relate to daycare operations.

- Develop plans to address potential staffing issues. In the event of absent staff, alternate staffing options will include supply staff, use of part time staff and/or volunteers. More than likely, if staff is absent due to illness, there will also be lower numbers of children. Staff/child ratios will be assessed on an ongoing basis.

- In conjunction with Marketing and Communications, develop communications for parents in the event of daycare closure. CCC communications will be spearheaded by CCC staff.

- Institute any escalated hygiene practices as recommended by Department of Health.

- Be aware of any reporting requirements that will be implemented in the event of an influenza pandemic.

In the event of a pandemic:

- Report influenza outbreaks as required.

- Institute any additional hygiene practices as recommended by the municipal public health department.

- Liaise with Marketing and Communications regarding closure communications.

International Students

The Vice President, Student Services (or designate) will:

- Ensure that international students are aware of current information regarding pandemic influenza and other significant health related issues.

- Ensure that home-stay families and other potentially affected parties are fully informed and directed in regard to health concerns related to international students. Note: For students whose first language is not English, translators may be needed in some cases so that information can be clearly understood by students.

- Ensure that the International Student Department cancels internationally focused social activities and student travel, as required.

Staff and Students Engaged in College-Related International Activities

The Vice President, Student Services (or designate) will:

- Ensure that the International Student Department implements an action plan for staff and students who have recently travelled, on a college related activity, to an area that has been affected by a pandemic outbreak. The action plan will follow the WHO and Public Health authority directives as well as medical directives of the country (countries) involved.

- Ensure, if necessary, for staff and students engaged in a College-related international activity overseas, an evacuation plan. Should travel restrictions prevent evacuation, the college will make every effort possible to assist the staff and students involved.

- Ensure timely and regular communications with staff/student travelers caught in travel restrictions in other countries.

- Ensure that normal insurance for students and staff is in place for international travel.

Human Resources Considerations

President's Cabinet (PC) Members

In order to instill a sense of calm to the College community in the event of a pandemic, it is essential that a strong leadership presence be maintained. Accordingly, the College should develop a plan that ensures continuity of leadership. In the event of the need to close the College, this aspect is essential as delaying the decision will impact the health of the College community. PC members should promote and encourage a very serious approach to dealing with the pandemic to all of the College community. If the President is absent, then leadership continuity will depend on the availability of PC members.

Deans, Chairs, and Directors

In order to ensure leadership continuity, all Deans, Chairs, and Directors will identify an individual who will replace them in their capacity, should they fall ill. Ideally, two replacements will be identified. If a pandemic appears imminent, Deans, Chairs, and Directors will ensure that their potential replacements are kept apprised of critical departmental activities to ensure a seamless transition, should the need arise.

Continuity of Student Learning:
During a Catastrophic Event

A report of recommendations for faculty in the event that it becomes necessary for student learning to continue while implementing social distancing and without the availability of face-to-face classrooms.

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Recommendations for Continuity of Student Learning

A pandemic or other catastrophic event may result in the official suspension of all activities including face-to-face classes. The following two sets of recommendations are offered as guidelines to encourage the continuation of student learning within OCC. The first set of recommendations assumes faculty and students <u>will</u> have Internet and/or computer access and presents a *Just-In-Time* scenario, Scenario 1. The second set of recommendations assumes that access to the Internet and/or a computer <u>will not</u> be available and presents a *Just-In-Case s*cenario, Scenario 2.

OCC's ITS plans to maintain service of the technology needed for continuity of student learning during a pandemic or catastrophic event. As long as communication and technology remain intact for the duration of a pandemic or catastrophic event, it is anticipated that courses being taught online will not be greatly affected during the event. This document contains suggestions and is intended as a guide for college, school and/or unit pandemic or catastrophic event planning.

The following are the capsulated recommendations provided within this document.

1. OCC should develop an agreed-upon action plan addressing the continuation of student learning during a pandemic or catastrophic event to minimize student confusion, communicate expectations, and facilitate continued instruction.

2. At the department level - Development and addition of a *pandemic/catastrophic-readiness* statement to each individual course syllabus and development of modifications to the syllabus reflecting revisions necessary for continuity.

3. Faculty should be prepared to utilize online instruction tools.

4. At the course level - Preparation and distribution of a timeline of learning activity expectations before or immediately upon declaration of a pandemic or catastrophic event.

5. Address Checklist and Discussion Points at the department level.

Introduction

Continuity of student learning is important to both the College and its constituents because it assures a means by which the College can continue to meet its primary obligation of providing a rich and engaging education to OCC students. Plans allowing for the continuation of student learning under pandemic or catastrophic event conditions serve two primary purposes. First, such plans assist students in continuing to seek timely matriculation and graduation which in turn, minimizes financial and family burdens throughout the event for stakeholders. Secondly, pandemic or catastrophic event planning helps to stabilize the College community and its surrounding neighbors during a crisis by removing or minimizing confusion for a portion of stakeholders' daily activities.

In order to prepare for continuity of student learning during a pandemic or other catastrophic event, this committee strongly suggests that each OCC department develop a plan addressing the continuation of student learning. Plans should anticipate the use of alternate methods for delivery of course materials, for communication between faculty and students, and include the actions and timeline necessary to carry out such a plan. A plan should be detailed and include creation of a separate syllabus and corresponding online course materials to be utilized in the event that classes cannot meet for a period of four to eight weeks, as required by the pandemic or catastrophic event.

It is important to note that some faculty and students will be able to participate and others may be affected by circumstances that prohibit their participation. This committee also realizes that all courses are unique and some may require specific set-up or challenges for implementation during a pandemic or catastrophic event, such as labs or clinical components. The suggestions within this document are meant to be general in nature and provide topics for discussion in addressing of these issues.

Pandemic/Catastrophic Readiness

We suggest that faculty develop and add a *pandemic/catastrophic-readiness* statement within each syllabus. This statement should instruct students to be proactive by determining if they would have computer and Internet access if relocation is imminent during or after event conditions. Students would hopefully then be prepared to participate at the level appropriate for their situation. In addition, students with Internet access should be instructed to monitor the OCC homepage for emergency information and updates. The remainder of this document can be used as a template or guide for discussion in developing a continuity of student learning plan.

It is the responsibility of the department to determine guidelines concerning the minimum content delivered for each course by each individual instructor during the declared pandemic or catastrophic event time-frame.

Pandemic/catastrophic readiness should strive to encompass the highest values and standards in learning while providing students with an alternative learning situation.

Example: *Pandemic/Catastrophic Readiness* **Statement**

"In the event that this course is no longer able to meet face-to-face, students should (first go to section XX in this syllabus and complete the alternative assignment) and/or (immediately log onto Blackboard and read the announcement.) and/or (etc.). . . .

Questions to Consider before Creating a Plan for your Course	1. Determine if your students will have Internet access in the event of a pandemic or catastrophic event. 2. What will your teaching objectives be for this time period (material covered, explore new topics)? 3. How will you communicate with students? 4. What will you communicate to students (course work, updates, questions, etc.)? 5. How will you develop and/or make your content available (unit assignments, homework)? 6. How will you assess your students during this time period? 7. Does your current textbook have online resources or a course cartridge that might be utilized during this time? 8. Will social distancing affect access to software, for example, lab-based software that is only available on campus? 9. How will you distribute your plan? *Take a minute at the beginning of the semester to discuss what would happen if the class is not able to meet for several weeks.*

Pandemic/Catastrophic Plan in Action

Note: In the event of a pandemic or other catastrophic event, we cannot make the assumption that all students or faculty will have Internet or computer access. Based on this assumption, we provide the following suggestions to augment the OCC continuity plan.

Begin planning by reviewing the learning outcomes you wish to achieve in the event of pandemic or catastrophic conditions. Review the Checklist provided in the appendices of this document and have open discussions with colleagues utilizing the Discussion Points provided later in this document. These two items should foster and encourage open collaboration among faculty members before and during the declared event.

The plan should address two distinctly different scenarios: the scenario in which Internet and computer access will be available to most students, and the scenario in which students that will not have Internet access and/or access to a computer. Be sure to include any communication updates (how—when--where) and any announcements which are important to your students. For example, let them know how often they can expect to hear from you and how often you expect to hear from them.

A pandemic or catastrophic event timeline for continuation of student learning should be distributed *before or immediately* upon College declaration of a pandemic or catastrophic event. The timeline should contain all expectations and requirements for course communication, content delivery, and assessment, along with the dates associated with these expectations.

Scenario 1: Just-In-Time Planning - Students with Internet and Computer Access

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication will be expected to take place through online learning tools (such as Blackboard), personal electronic accounts (such as Ozone), telephone, text messaging, instant messaging, etc. We recommend that faculty become familiar with Blackboard prior to a pandemic or catastrophic event in order to reduce frustrations and confusion. Blackboard is OCC's universal course management system and is available to all faculty members and all students.

Blackboard automatically generates a course shell for every OCC course offering, including face-to-face, blended, and distance education sections. Each course shell will be populated with students enrolled in the course. The instructor can activate this shell and make it available to students at any time. This committee strongly recommends the use of this platform in event that face-to-face classes are temporarily suspended. Social distancing may impact students' access to course related materials or software.

Communication Options for Those with Internet and/or Computer Access

Possible Types of Communication Available	Blackboard Tools: Email, Message Tool, Announcements, Chat (Collaboration), Threaded Discussion, and Groups
	Email: Ozone, Blackboard Email, and external email programs
	Instant Messaging
	Phone
	U.S. Post (Student addresses available in Blackboard via the Course Roster)
	Text Messaging

Just-In-Time Options for Content Delivery

Possible methods for delivering face-to-face content online using Blackboard:

Topics	Face-to-Face Delivery	Platform Delivery
Course Content/Information	Microsoft PowerPoint Files Microsoft Word Files Paper Course Handouts	Add audio to PowerPoint files (put lectures in short modules for minimum file size and maximum delivery).

Topics	Face-to-Face Delivery	Platform Delivery
Text Book Reading/Assignments	Text material covered	Before the semester begins, check to see if your current textbook offers online resources or a Blackboard course cartridge. Make sure the syllabus is specific about which readings should be done at which time and how this material relates to assessments.
Group Assignments	Group projects Small group assignments	Utilize the Blackboard Group Area that offers group: pages, discussion board, chat, and file exchange.
Individual Assignments	In class assignments Projects	Store assignment information in the Assignments area. Students can submit assignments using the Digital Drop Box.
Exams or Quizzes	In class	Alternate assignments scored. Exams given online with emailed passwords and/or time limits on taking. Consider giving mastery tests that can be retaken until a specific score is reached.
Course Announcements	Timely verbal announcements or course updates given during a face-to-face course	Post course updates in the Announcement area in Blackboard.

Topics	Face-to-Face Delivery	Platform Delivery
Course Lectures*	Face-to-face Lectures PowerPoint Presentations	Blackboard Chat (Collaboration). Threaded discussion. Add audio to PowerPoint (put lectures in short modules for minimum file size).
Syllabus	Hard copy distributed in class.	Upload a copy of your syllabus in Blackboard. This makes it always available to your students.
Student Questions	Verbal responses to questions asked during class or office hours.	Utilize Email, Threaded Discussion and Chat to answer questions (Collaboration).

*Note: When creating or converting course materials to online formats, it is crucial to consider file size. The addition of particular graphics may cause PowerPoint Presentations to exceed online limitations and slow down the student access.

Just-in-Time Sample Assignments

Consider creating additional assignments that could be added to a course syllabus or as stand-alone assignment(s) available during a pandemic or other catastrophic event which temporarily suspends face-to-face classes. Consider how you could provide these items to students in both Scenario 1 and Scenario 2.

Assignment Examples for Consideration

A. Prepare an Individual and/or Group Assignment which might work for a short period such as:

1. Post a subject content link (in syllabus, Blackboard, text message, etc.). Have students prepare a paper assignment tying information to course content and personal experience. (Students could submit assignments via Blackboard or email)

Post an extension of the subject content link and prepare (or have students prepare) a 10 question (online or paper) quiz or have buddy discussions through text messaging, discussion groups, or Instant Message.

1. Post discussion questions in the Blackboard Discussion Board or via text message to facilitate online discussion. Groups might note time of discussion and provide a one to twoline overview of discussion for assessment of assignment.

2. Assign end-of-chapter materials for group project, individual question and answer session, or buddy discussion. Students can then post in PowerPoint format with notes for peers to assess, or write up overview of discussions. Use end-of-chapter assignments for chapters not covered in regular class period.

3. Provide an alternative assignment in your syllabus to be used only in the event that face-to-face classes are suspended, including rubric for assessment. Example for this assignment - Assign buddies at the beginning of the semester. Then have buddies post one content driven discussion question and be the moderator of the discussion.

Scenario 2: Just-In-Case Planning - Faculty and Students without Internet or Computer Access

In the event that a pandemic or catastrophic event is declared, students may be required to leave the campus and temporarily relocate to an area which will not afford access to a computer or the Internet. Under these circumstances a great deal of pre-planning must go into syllabi and materials development. A syllabus with complete instructions for work completion at remote and inaccessible locations will need to be prepared within a detailed study/work plan. Note that in these circumstances, a single Just-In-Case syllabus for multiple sections of a course might be appropriate. This event could cause a communication gap between instructors and students while face -to-face classes are suspended. These students will still need an explanation of your expectations and their responsibilities. It is important that a just-in-case course content outline/syllabus be provided, and a timeline be available that students can either download or print, and take with them. Assignments from the current textbook which students can complete and submit when face-to-face classes resume are also an option. As with Scenario 1, social distancing may affect students' access to course related materials or software and will prohibit the use of any type of face-to-face meetings.

Communication Options for Those without Internet and/or Computer Access

Possible Types of Communication Available	Phone
	U.S. Post
	Text Messaging

Just-In-Case Options for Content Delivery

Possible methods for delivery of face-to-face content without Internet or computer access.

Topics	Face-to-Face Delivery	Manual Delivery
Course Content/ Information	Microsoft PowerPoint Files Microsoft Word Files Paper Course Handouts	Students could download or print content available in advance. Paper through U.S. Post
Text Book Reading/ Assignments	Text material covered	Prepare and place in syllabus for later use.
Group Assignments	Group projects Small group assignments	Prepare and place in syllabus for later use. Textbook readings
Individual Assignments	In class assignments Projects	Prepare and place in syllabus for later use. Textbook readings
Exams or Quizzes	In class	Alternate assignments scored Mastery test taken when students return
Course Announcements	Timely verbal announcements or course updates given during a face-to-face course	Phone Tree

Topics	Face-to-Face Delivery	Manual Delivery
Course Lectures	Face-to-face Lectures PowerPoint Presentations	Paper copies provided ahead of time or substitute a particular chapter in the textbook. Electronic copies of course lectures and/or notes available for print or download. CDs with all course materials including lectures available for purchase with text.
Syllabus	Hard copy distributed in class.	Alternate hard copy distributed in class.
Student Questions	Verbal responses to Questions asked during class or office hours.	Faculty Phone (Assign groups and one student as communicator to ask questions.)

Just-In-Case Sample Assignments

Consider creating additional assignments which could be added to course materials and made available during any pandemic or other catastrophic event which temporarily suspends face-to-face classes. Consider how you could provide these items to students in both Scenario 1 and Scenario 2.

Assignment Examples for Consideration

Prepare an individual and/or group assignment which might work for a short period:

1. Provide subject content (in syllabus, course packet, text message, etc.) for students to review and self reflect upon in a paper students could mail assignment(s) in.

2. Post subject content link and prepare a ten question quiz or have buddies discuss using text messaging or phone. Due to social distancing any type of face-to-face meeting will be highly discouraged.

3. Post discussion questions (2-4) in syllabus to facilitate discussion. Have students discuss through phone or text-messaging. Groups might note time of discussion and provide a one to two line overview of discussion for assessment of assignment.

4. Assign end-of-chapter materials for group project, individual question and answer session, or buddy discussion. Students can then report for peers to assess, or discuss and write up overview of discussions. Use end-of-chapter assignments for chapters not covered in regular class period.

5. Provide an alternative assignment in your syllabus to be used only in the event that face-to-face classes are suspended, including rubric for assessment. Example for this assignment: Assign buddies at the beginning of the semester. Provide a current article for students to read and discuss with their buddy.

Items for Consideration at the College, School, and/or Course Level

Develop and recommend guidelines noting a minimum course standard in relationship to course content in alignment with assessment and accreditation for the department. These should be provided by each faculty member for each of their designated courses.

Develop and recommend a College standard for delivery that would designate the amount of course content which must be available online in the event of a declaration of pandemic or catastrophic conditions.

Upon recommendation of the chair, course extensions and incompletes will be discouraged.

Upon recommendation of the department head, courses consisting of both face-to-face and online delivery format should consider merging into the online format upon declaration of an event.

The department head should take appropriate action in supporting the continuity of student learning.

Involve other educational institutions as possible partners concerning the sharing of resources during a pandemic or catastrophic event.

Have an OCC System Bank of Lectures and courses that are on line from across the system. If OCC closed for an extended period of time due to a natural disaster or pandemic, an instructor could go online and construct lectures and quizzes from a bank of modules that are available online for use at the system bank.

Course Substitution: Note that this would require an emergency agreement between institutions, but it would appear that within (and perhaps outside) the College there could be such agreements.

Items for Consideration at the Course Level

Encourage Faculty Platform Training
This committee strongly suggests that all faculty members be encouraged to become familiar with the current learning platform through formal training in order to continue to provide students with the highest quality of education and meet program standards during a pandemic or catastrophic event. This would require direct department support, mandates from units, and faculty participation.

Team-Teaching
It is also suggested that some form of team-teaching be investigated and staged in order to curtail faculty overload during the declaration of an event. This would require direct course support and faculty participation.

Planning Resources

The following list of tools and resources are provided in order to promote thought and provide options during pandemic and catastrophic event planning:

- Blackboard Training: Blackboard face-to-face and online training opportunities

- Blackboard Tools:

  Chat - Synchronous communication (live communication)
  Threaded Discussion - Asynchronous communication (happens at all hours of the day and students and faculty don't have to be present for it to take place)

  Blackboard Group - Area in Blackboard in which small sets of students can interact on group projects. Each group would have the use of Chat, Threaded Discussion, File Exchange Area and Email.

  Email - A system for sending and receiving messages electronically over a computer network, as between personal computers.

  Messages - Internal "email" within each Blackboard class. Although the messages sent are not email they are and look just like an email.

- Blackboard Course Cartridge: an electronic version of a textbook that can be uploaded into your course.

- Continuity of Student Learning Planning Workshops

Discussion Points

The following can be used to promote dialogue concerning the learning process and pandemic or catastrophic event situations. Faculty should discuss the following points with peers in a small group setting in addition to any other ideas which may arise as an extension of the discussion.

- What would you do if you were unable to have your class meet face-to-face for an extended period of time beginning tomorrow?

- How would your face-to-face syllabus change if you had to suddenly begin teaching at a distance?

- If servers and communication went down for a long period of time, how would you communicate with students?

- How could the content materials of your current course be changed to reflect the conditions (Scenario 1 or Scenario 2)?

- Is your course currently being taught online by anyone?

- What are your department and program standards for consistent, high quality course instruction?

- How could a course provide value and meet program standards during a pandemic or catastrophic event?

- How would it be possible for students who anticipate graduating at the end of the semester to meet program standards during a pandemic or catastrophic event?

- What would an outline for Just-in-Time or Just-in-Case course materials look like? What would be included? What would be excluded?

- What materials are essential for optimal Just-in-Time and Just-in-Case learning?

- *Reinventing the wheel* is time-consuming and difficult. How can you provide the minimum requirements without *reinventing the wheel*?

- When should you share your Just-in-Time and Just-in-Case materials with students?

Faculty Checklist

The following is provided in order to facilitate and focus attention on preparation for a catastrophic event.

✔	Item Description
	Answer the Questions to Consider
	Attend a Continuity of Student Learning Session
	Attend Blackboard Training Sessions
	Test Communication Tools
	Select Communication Tools to Implement
	Develop a Continuity of Student Learning Outline
	Revise Syllabus – Continuity Syllabus
	Continuity Syllabus Readily Available to Students
	Ensure Just-In-Time and Just-In-Case Content Readily Available
	Ensure Just-In-Time and Just-In-Case Assignments Readily Available **References**

Colleges and Universities Pandemic Influenza Planning Checklist
http://www.pandemicflu.gov/plan/collegeschecklist.html